

Subject Progression for Music

Year Group	Unit	Objectives	Skills / Knowledge Children at the expected standard can...
3	Unit: Human Body <i>KEY QUESTION:</i> <i>What do the different parts of the human body sound like?</i> <i>KEY VOCABULARY:</i> <i>Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</i>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Describe binary form (AB) and call and response structures.</p> <p>Perform and improvise music in binary form using call and response structures.</p> <p>Choose instruments for a specific effect.</p> <p>Describe the general pitch shape of a melody.</p> <p>Sing in two parts with mostly accurate pitch and tempo.</p>
	Unit: Singing – Christmas Fair performance <i>KEY QUESTION:</i> <i>What does Christmas sound like in other countries?</i> <i>KEY VOCABULARY:</i> <i>Rhythm, tempo, pulse, dynamics, piano, forte, pitch, composers</i>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Recall and discuss the dimensions of music from other cultures.</p> <p>Sing most notes at the correct pitch and tempo and follow the dynamics of the music.</p> <p>Perform parts in a group with an awareness of others and how their part fits into the structure of the whole piece.</p>
	Unit: Ancient Egypt <i>KEY QUESTION:</i> <i>How did the Ancient Egyptians use music?</i>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Sing with an increased awareness of musical phrasing (using one breath per line and small crescendos and diminuendos).</p> <p>Describe musical structures such as ostinato.</p>

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	<p><i>KEY VOCABULARY:</i> <i>Verse, chorus, coda, crescendo, diminuendo, melody, phrase.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To use and understand staff and other musical notations.</p>	<p>Explain important music vocabulary such as crescendo and diminuendo.</p> <p>Perform a part in a group, keeping to a given tempo.</p> <p>Compose a piece based on specific musical structures – using ostinato.</p>
	<p>Unit: Time</p> <p><i>KEY QUESTION: How can music be measured in metres?</i></p> <p><i>KEY VOCABULARY:</i> <i>Pulse, metre, ostinato, rhythm, carillon.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Describe and demonstrate metre in music.</p> <p>Play a piece, keeping in time with the pulse and identifying the metre.</p> <p>Improvise within a metre of 4, keeping in time with the pulse.</p> <p>Read simple rhythm notation.</p> <p>Spend time thinking, discussing and sharing opinions about music with a growing music vocabulary.</p> <p>Describe some of the main periods of music history.</p> <p>Describe some of the main composers and styles of contemporary music.</p>
	<p>Unit: Exploring Sounds (Jazz)</p> <p><i>KEY QUESTION:</i> <i>How can humans be instruments?</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Use the human voice as an instrument through beatboxing.</p>

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	<p><i>KEY VOCABULARY:</i> Jazz, beatbox, rhythm, pulse, metre.</p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Improvise a beatboxing pattern that fits with the pulse and metre of the piece.</p> <p>Describe the main instruments in jazz music and how they sound.</p> <p>Describe how some instruments produce a sound.</p> <p>Sing a part within a round accurately.</p>
	<p>Unit: Recycling (Jazz)</p> <p><i>KEY QUESTION:</i> <i>How can junk make music?</i></p> <p><i>KEY VOCABULARY:</i> Binary form, ternary form, improvisation, composition, notation.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Describe musical structures such as binary (AB) and ternary (ABA) form.</p> <p>Describe the main instruments in jazz music and how they sound.</p> <p>Explain what improvisation is.</p> <p>Improvise, keeping to a set tempo and observing the steady pulse and metre of the piece.</p> <p>Follow rhythm notation and a song score</p> <p>Organise and structure their own music in groups.</p> <p>Compose a piece using different junk instruments with some awareness of contrasting dynamics and tempi.</p>
4	<p>Unit: Around the World – Pentatonic Scale</p> <p><i>KEY QUESTION:</i> <i>How exciting can five notes be?</i></p>	<p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Describe what a pentatonic scale is.</p> <p>Describe some of the differences in music from other cultures.</p>

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	<p><i>KEY VOCABULARY:</i> <i>Pentatonic scale, round, tempo, rhythm, pulse, pitch.</i></p>	<p>To use and understand staff and other musical notations.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Perform short pentatonic pieces using standard notation.</p> <p>Improvise using the pentatonic scale.</p> <p>Compose using the pentatonic scale, showing an awareness of duration (pulse).</p>
	<p>Unit: Recorders</p> <p><i>KEY QUESTION:</i> <i>Do the dots and lines on music mean something?</i></p> <p><i>KEY VOCABULARY:</i> <i>Stave, recorder, quaver, crotchet, minim, semibreve.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music.</p>	<p>Recognise the position of C, B, A and G on a stave.</p> <p>Describe the duration of a quaver, crotchet, minim, semibreve and the relative rests.</p> <p>Perform pieces on the recorder with some understanding of duration (steady pulse in 4/4).</p> <p>Describe the four main periods of music history with some composers from each.</p>
	<p>Unit: Ukulele</p> <p><i>KEY QUESTION:</i> <i>How are songs played on the Ukulele?</i></p> <p><i>KEY VOCABULARY:</i> <i>Baroque, Classical, Romantic, Modern, ukulele, chord, fret, body, neck, head, bridge, soundhole, nut, strings, tuning pegs, strum.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Hold a ukulele correctly and name the different parts.</p> <p>Play the chords C, Am, F, C7 and G7 with the correct finger positions.</p> <p>Change between chords to play simple songs.</p> <p>Play simple strumming patterns using the thumb and first finger.</p>

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		<p>To use and understand staff and other musical notations.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Play with an increasing awareness of pulse, rhythm and tempo.</p>
	<p>Unit: Ancient Greece</p> <p><i>KEY QUESTION:</i> <i>Who is Orpheus and can I soothe a dragon?</i></p> <p><i>KEY VOCABULARY:</i> <i>Lyre, ostinato, bass, melody, round.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Explore tuned and untuned percussion to create soothing, repetitive music based on an ostinato.</p> <p>Sing a song and accompany it with a tuned percussion ostinato.</p> <p>Explore musical phrases, melodic imitation and rounds</p> <p>Accurately perform a round in three parts.</p> <p>Arrange an accompaniment showing some awareness of balance and musical effect.</p>
	<p>Unit: Samba</p> <p><i>KEY QUESTION:</i> <i>What is Samba and how is it played?</i></p> <p><i>KEY VOCABULARY:</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Describe what Samba music is, including the instruments used and techniques.</p> <p>Identify and use different types of texture including solo and unison.</p> <p>Accurately recall rhythms using aural memory.</p>

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	<i>Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.</i>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Improvise rhythms within a simple 4/4 time signature.</p> <p>Play different parts mostly accurately within a group.</p>
	<p>Unit: Keyboards</p> <p><i>KEY QUESTION:</i> <i>What famous songs can I play on the keyboard?</i></p> <p><i>KEY VOCABULARY:</i> Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p> <p>To develop an understanding of the history of music</p>	<p>Read C, D, E, F and G using standard notation.</p> <p>Recognise the notes C, D, E, F and G on a keyboard.</p> <p>Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p>
5	<p>Unit: Solar System</p> <p><i>KEY QUESTION:</i> <i>What do the planets sound like?</i></p> <p><i>KEY VOCABULARY:</i> <i>Ostinato, major, minor, consonance, dissonance, solo, unison, time signature.</i></p>	<p>To listen with attention to detail and recall sounds with increasing aural memory</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Describe some of the key composers of the Romantic period.</p> <p>Describe what music sounds like the Romantic period and how this is different to the Baroque and Classic periods.</p> <p>Discuss music with increasing awareness of the dimensions.</p>

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		<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p>	<p>Interpret images to create descriptive sound sequences.</p> <p>Develop the use of dynamics in a song.</p> <p>Learn a melodic ostinato using staff notation.</p> <p>Perform a song with expression and with attention to tone and phrasing.</p> <p>Create a musical background to accompany a poem.</p> <p>Create and present a performance of song, music and poetry.</p>
	Unit: Mayan Music <i>KEY QUESTION:</i> <i>Why was music important to the Mayans?</i> <i>KEY VOCABULARY:</i> <i>Ceremony, melody, accompaniment, pan pipes, conch shell, rituals.</i>	<p>To appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Explain why music is important in our culture and in other cultures.</p> <p>Recognise that different traditions used different instruments.</p> <p>Compose a piece of music with an awareness of its purpose.</p>
	Unit: Keyboards <i>KEY QUESTION:</i> <i>Which famous songs can I play on the keyboard?</i> <i>KEY VOCABULARY:</i>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To use and understand staff and other musical notations.</p>	<p>Read C, D, E, F and G using standard notation in the treble clef and F, G, A, B and C in the bass clef.</p> <p>Recognise the notes on a keyboard.</p>

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	<i>Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</i>		<p>Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests.</p> <p>Play in unison with other pupils, keeping to a set tempo.</p> <p>Play with two hands at the same time.</p>
	<p>Unit: WWII</p> <p><i>KEY QUESTION:</i> <i>Was music important during WWII?</i></p> <p><i>KEY VOCABULARY:</i> <i>Leitmotif, dynamics, tempo, texture, major, minor.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory. To use and understand staff and other musical notations.</p>	<p>Compose using known musical structures such as Leitmotif.</p> <p>Use dynamic variation and tempo imaginatively, and with intention, to convey a musical idea.</p> <p>Develop the use of appropriate notation to accurately record and communicate ideas.</p> <p>Use art as a context and purpose to express a music response.</p> <p>Apply playing skills, knowledge and experience creatively and sensitively when composing</p> <p>Discuss and evaluate music with a focus on the effect and how this has been achieved.</p>
	<p>Unit: History of Music</p> <p><i>KEY QUESTION:</i> <i>How has music changed over time?</i></p>	<p>To develop an understanding of the history of music</p> <p>To play and perform in solo and ensemble contexts, using their voices and playing</p>	<p>Describe the main periods of music history</p> <p>Listen and reflect on a piece of orchestral music</p>

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	<p>KEY VOCABULARY: <i>Baroque, Classical, composer, pulse, coda, cadenza, motif, structure.</i></p>	<p>musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p>	<p>Invent their own musical motifs and structure them into a piece</p> <p>Perform as an ensemble, keeping in time with each other</p>
	<p>Unit: At the Movies</p> <p>KEY QUESTION: <i>Why is music used in films?</i></p> <p>KEY VOCABULARY: <i>Phrase, structure, tempo, cue score.</i></p>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>INITIAL ASSESSMENT: <i>Ask the children to compose a soundtrack to the 1920s movies The Carpenter.</i></p> <p>FINAL ASSESSMENT: <i>Record children's final composition and discuss how the effects were created using musical language.</i></p>	<p>Compose sound effects to perform with a movie</p> <p>Identifying changes in tempo and their effects</p> <p>Explore and understand phrase structure of a song melody.</p> <p>Use the musical dimensions to create and perform music for a movie.</p> <p>Evaluate and refine compositions.</p>
6	<p>Unit: Journeys</p> <p>KEY QUESTION: <i>How can music help people through hardships?</i></p> <p>KEY VOCABULARY: <i>Harmony, dynamics, piano, forte, crescendo, diminuendo.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p>	<p>Show increased awareness of expression and interpretation through control of dimensions and phrasing when using your voice.</p> <p>Improve singing and playing through directed and independent rehearsal and practise</p>

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			Develop a greater understanding of dynamic impact, using and manipulating a wide range of dynamics for expressive effect.
	Unit: World Unite <i>KEY QUESTION:</i> How can music bring people together? <i>KEY VOCABULARY:</i> <i>Metre, rhythm, pulse, structure, pitch.</i>	To improvise and compose music for a range of purposes using the inter-related dimensions of music. To listen with attention to detail and recall sounds with increasing aural memory.	Develop a greater understanding of the relationship between rhythm and metre, using more complex rhythm patterns through a range of musical activities. Investigate different ensemble combinations. Apply specific playing techniques using percussion instruments for a desired effect.
	Unit: Keyboards <i>KEY QUESTION:</i> Which famous songs can I play on the keyboard? <i>KEY VOCABULARY:</i> <i>Stave, keyboard, quaver, crotchet, minim, semibreve, repeat signs.</i>	To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. To use and understand staff and other musical notations. To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. To develop an understanding of the history of music	Describe the music of Vivaldi and give some information about him. Read a wider selection of notes using standard notation. Recognise a wider selection of notes on a keyboard. Recognise the duration of notes from standard notation, particularly quavers, crotchets, minims, semibreves and their corresponding rests. Play in unison with other pupils, keeping to a set tempo. Play with two hands at the same time. Play root notes and simple chords in the left hand alongside a melody in the right hand.

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			Leave how to pivot the hand to play a greater range of notes.
	Unit: Composing a soundtrack. <i>KEY QUESTION:</i> <i>Why do films, video games and TV programmes use music?</i> <i>KEY VOCABULARY:</i> <i>forte (loud), piano (quiet/soft), adagio (slowly), allegro (fast/cheerful), presto (quick), texture (the different sounds and instruments working together), pitch (high or low notes).</i>	<p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>To develop an understanding of the history of music</p>	<p>Understand how a wide range of dynamics can be precisely used and manipulated for expressive effect</p> <p>Understand how a wide range of tempi can be precisely used and manipulated for expressive effect</p> <p>Develop the use of precise notation to accurately record and communicate ideas.</p> <p>Express and justify ideas and opinions about music heard and performed using a fluent musical vocabulary, commenting on specific features and intended effects.</p> <p>Use a range of harmonic devices when improvising and composing especially chords.</p> <p>Use precise dynamic variation imaginatively, and with intention, to convey a musical idea.</p> <p>Use tempo explicitly and imaginatively, and with intention, to convey a musical idea.</p> <p>Make informed and sensitive choices, based on experience, about instrumentation and playing technique for specific purposes</p>
	Unit: Samba <i>KEY QUESTION:</i>	To play and perform in solo and ensemble contexts, using their voices and playing	Describe what Samba music is, including the instruments used and techniques.

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	<p><i>What is Samba and how is it played?</i></p> <p>KEY VOCABULARY: Surdo, repinique, caixa, cuica, apito, agogo bell, tambourim, reco-reco, ganza, call and response, solo, unison.</p>	<p>musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>To listen with attention to detail and recall sounds with increasing aural memory.</p> <p>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>	<p>Identify and use different types of texture including solo, unison.</p> <p>Accurately recall rhythms using aural memory, including more complex, syncopated rhythms.</p> <p>Improvise rhythms within a 4/4 and ¾ time signature.</p> <p>Play different parts accurately within a group.</p> <p>Keep to a steady pulse, not speeding up or slowing down.</p>
	<p>Unit: Class Awards</p> <p>KEY QUESTION: <i>How could we celebrate the achievements of our class using music?</i></p> <p>KEY VOCABULARY: <i>Dynamics, pitch, tremolo, timbre, tempo, rhythm, texture, fanfare, structure.</i></p>	<p>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</p> <p>To improvise and compose music for a range of purposes using the inter-related dimensions of music.</p>	<p>Compose programme music from a visual stimulus</p> <p>Develop an extended performance</p> <p>Create a song arrangement with attention the dimensions of music.</p> <p>Perform together with an awareness of audience</p>